

K-6 Drama Scope and Sequence

Understanding and Skill development is seldom on grade level for a class or for individuals within a class. Below are the suggested target understandings and skills for each grade level. If you find that your students are not performing at the indicated level then review as many of the skills and related understandings contained in the levels above as necessary to bring them to grade level ability. All skills below grade level where objective is introduced need to be repeatedly demonstrated.

	ANALYZING	PRACTICING	CONSTRUCTING	APPLYING
K	Listen attentively to a story read aloud. Ask about anything not understood. Talk about what happened in the story.	Practice relaxing and concentrating. Practice visualizing and imagining. Practice moving and balancing in space. Practice imitating life – animals, people, sounds, shapes, and actions.	Do in-role sounds/movements. Do in-role appropriate actions. Evaluate work and improve.	Likes and dislikes in a story. Discuss read aloud versus recording.
1	Listen attentively to a live storyteller. List in order the events in a story or play. Listen and watch attentively to the performances of others.	Practice warm-up rituals. Practice moving body parts in isolation. Practice imitating characters from an illustrated storybook.	Create a story told by using pantomime. Create a story using puppets.	Discuss “why” one likes a story. Discuss “read to you” versus a story told by a live storyteller.
2	Discuss the beginning, middle, and end. Identify the main conflict or a character’s major obstacle in a novel or play. Identify the overall message in a novel or play.	Practice enhancing vocal skills – all involved can hear and understand. Practice enhancing movement skills to communicate clear character intentions.	Create a new conflict scene with dialogue using characters from a well-known story or play. Create a story using masks.	Discuss the similarities and differences – story versus daily life. Discuss cultures found in stories versus one’s own culture.
3	Discuss any complications appearing after the main conflict is established. Discuss the terms protagonist and antagonist as used in a story or play.	Practice sensory recall for all five senses. Practice planning and performing dialogue scenes between at least two characters.	Create improvised scenes where sensory recall is important. Create several complications to add to an existing dramatization.	Keep a sensory journal – 5 senses. Discuss many cultures and historical periods versus daily life.
4	Discuss the levels of suspense in a novel or play. Analyze dramatic unity in a novel or play; interrelating all characters, situations, and locations. Identify the overall meaning in a novel or play.	Practice planning and playing scenes with three or more characters in a place with a problem to solve (group conflict). Practice planning and playing scenes that demonstrate several levels of suspense.	Create dramatizations that explore strong moods and feelings. Construct dramatizations for 3 or more characters using dramatic unity – interrelating all characters, situations, and locations.	Discuss how and why people respond – live versus electronic media. Discuss feelings in books and plays versus. feelings in daily life.
5	Analyze character function in a novel or play. Analyze character motivation in a novel or play.	Practice emotional recall – connecting to mood and the given circumstances. Practice transforming a space into a drama world or play setting.	Construct dramatizations that reveal how character motivation influences action & outcome. Transform the drama space into a play setting using transformational objects. Collaborate to write an original play script.	Compare and contrast character motivation in a novel or play with personal motivation in daily life. Compare and contrast settings found in novels and plays with settings in daily life.
6	Analyze published play scripts. Analyze a live theatre production or a theatre production seen on electronic media.	Practicing researching and building dramas from many cultures & times. Practice collaborating on performance & production skills (ensemble).	Create a design concept using concrete and symbolic elements. Create rehearse and perform an original script.	Explain how the world of a play is similar to or different from daily life. Discuss the influence and role of drama in our lives today. Brainstorm how drama might help